



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

DC CAS for Parents

What Parents Need to Know to Support Student Success

Spring 2011



Goals & Agenda

GOALS:

- To give overview of DC CAS test structure
- To discuss ways to assist students in preparation for the DC CAS

AGENDA:

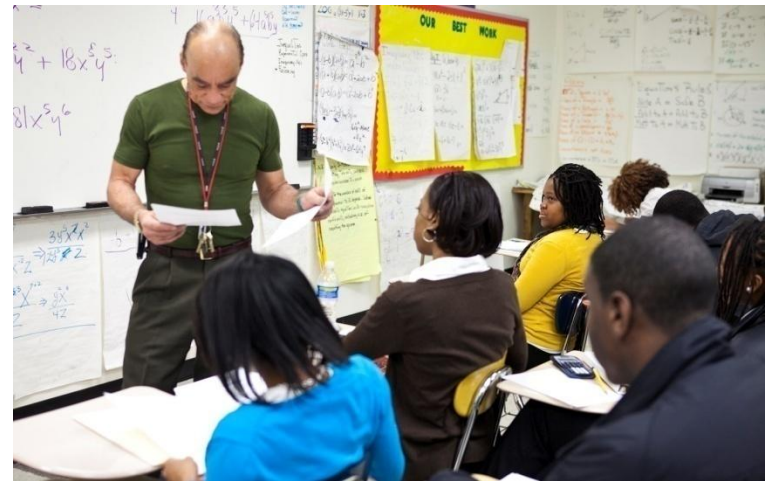
- Overview of DC CAS (20 minutes)
- How to help your child prepare (20 minutes)
- Questions and answers (20 minutes)



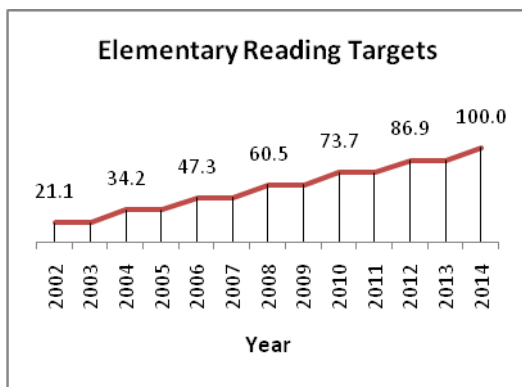
DC CAS Overview

- Annual test to measure student academic proficiency of DC Content Standards

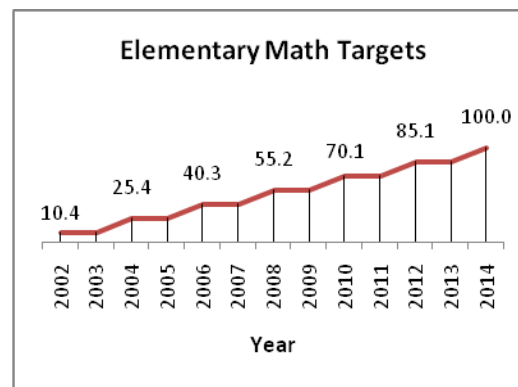
Standards are found at:
<http://dcps.dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning>
- Testing dates: April 4 to 14, 2011
- Mandated under No Child Left Behind (NCLB)
 - Adequate Yearly Progress (AYP)
- Grades 3 through 8 and 10th
- Grade 9 Reading to be added this year (not part of calculating AYP)



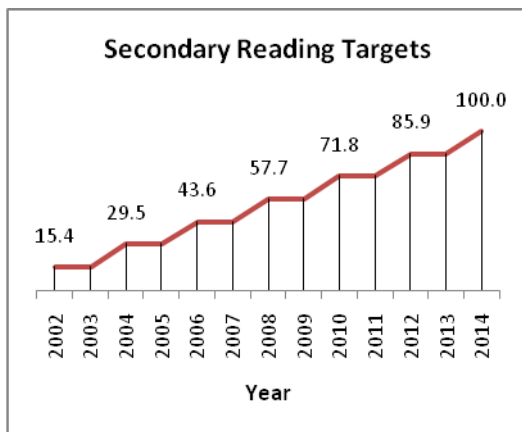
2011 Annual Measurable Objectives (AMOs)



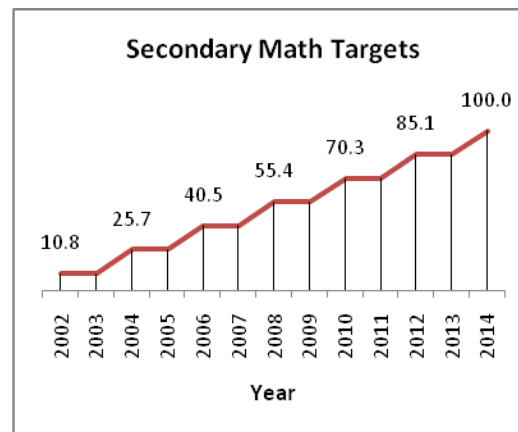
73.7



70.1



71.8



70.3

If a school or subgroup does not meet the academic targets required for AYP, it can still make AYP by safe harbor if it reduces the percent NOT proficient by 10% from the previous year.

Content:

English Language Arts and Math (Grade 3 – 8 and 10)

English Language Arts	Math
<ul style="list-style-type: none">• Language Development• Informational Text• Literary text	<ul style="list-style-type: none">• Number Sense and Operations• Patterns, Relations and Algebra• Geometry• Measurement• Data Analysis, Statistics and Probability

Content:

Science (Grades 5 and 8) and Biology (HS)

Science Grade 5	Science Grade 8	Biology HS
<ul style="list-style-type: none">• Scientific thinking and inquiry• Science and technology• Earth science• Physical science• Life Science	<ul style="list-style-type: none">• Scientific thinking and inquiry• Structure of matter• Reaction• Forces/Density and Buoyancy• Conservation of Energy	<ul style="list-style-type: none">• Scientific Investigation and Inquiry• Chemistry of Living Things• Cell biology• Genetics• Biological Evolution• Plant/mammalian Biology• Ecosystems

Content:

Writing and Composition (Grades 4, 7 and 10)

Composition

- Topic Development
- Language Conventions

Content:

Reading Expansion (Grade 9)

English Language Arts only this year:

English Language Arts

- Language Development
- Informational Text
- Literary text

- Not used to calculate AYP
- Will be used to guide instruction in 10th grade and help prepare for 10th grade CAS

Test Format

- No time limit
- Testing sessions take place over the 2 week test period
- 2 types of questions:
 - Multiple choice (pick an answer from 4 choices)
 - Constructed response (write a response to a question)



Items from the DC CAS 2009 can be found at:
<http://www.nclb.osse.dc.gov/itembank.asp>

Sample Math Question

(Grade 3)

Haylee is conducting a survey in which she asks people if they like pizza. Which of these would be best for Haylee to use to record a response to the survey?

- Ⓐ tally mark
- Ⓑ pictograph
- Ⓒ circle graph
- Ⓓ coordinate grid

Content:	Mathematics	Answer Key:	A
Item Number:	12	Max. score points:	1
Item ID:	00878047	Standard:	3.DASP.1
Item Type:	Multiple Choice	Reporting Category:	Data Analysis, Statistics & Probability

Sample Science Question

(Grade 5)

Ms. William's science class is studying how fertilizer affects plant growth. She divides the class into four groups. Each group uses the same amount of light and water during their experiment. They record the heights of their plants once a day for three weeks. Their results are summarized in the table below.

Effect of Fertilizer on Plant Height

Group	Height of Plant With Fertilizer (in centimeters)	Height of Plant Without Fertilizer (in centimeters)
A	6.4	2.9
B	6.7	3.1
C	4.2	7.6
D	6.8	3.3

Which of these statements most likely explains why Group C's results were different than the results of the other groups?

- A** They used the same size container as the other groups.
- B** They used a different type of plant than the other groups.
- C** They measured their plant with the same ruler as the other groups.
- D** They measured their plant at a different time of day than the other groups.

Content:	G5 Science	Answer Key:	B
Item Number:	39	Max. score points:	1
Item ID:	00921570	Standard:	5.1.1
Item Type:	Multiple Choice	Reporting Category:	Scientific Inquiry

Sample Constructed Response

(Grade 3)

Student's answer is scored against defined criteria.

- Story: “Who stole Grandma’s Pie?”
- Question: Explain how Sammy acts like a detective in the story. Support your answer with important details from the story.

3	<p>The response demonstrates a complete understanding of how Sammy acts like a detective in the story and includes support that</p> <ul style="list-style-type: none"> • is clear and complete • provides relevant and specific details/information from the text
2	<p>The response demonstrates a partial understanding of how Sammy acts like a detective in the story and includes support that</p> <ul style="list-style-type: none"> • is partially clear and/or partially complete • provides mostly relevant but somewhat general and/or inaccurate details/information from the text
1	<p>The response demonstrates a minimal understanding of how Sammy acts like a detective and includes support that</p> <ul style="list-style-type: none"> • is minimally correct or incomplete • provides inadequate, incorrect, or no relevant details/information from the text
0	<p>The response demonstrates no understanding of how Sammy acts like a detective in the story. Any details/information that is included is incorrect or irrelevant.</p>

How did your child do on the test?

The two check marks tell in which level a student scored in math and in reading.

Criterion-Referenced Assessment			Content Areas Results			
Performance Levels	Reading	Mathematics	Results by Percent Correct	# Possible Points	Student's % Correct	State % Correct
Advanced	✓ Score Range: 970-999	Score Range: 971-999	Reading Content Area Strands			
			1. Language Development	9	78	53
			2. Informational Text	18	94	58
			3. Literary Text	27	96	56
Proficient	Score Range: 956-969	✓ Score Range: 951-970				
Basic	Score Range: 940-955	Score Range: 933-950				
Below Basic	Score Range: 900-939	Score Range: 900-932	Mathematics Content Area Strands			
			1. Number Sense and Operations	14	57	50
			2. Patterns, Relations, and Algebra	20	50	41
			3. Geometry	8	75	41
			4. Measurement	8	50	41
			5. Data Analysis, Statistics, and Probability	10	70	48
Student's Scale Score	977	955				

Performance levels show the degree of student mastery of the content areas. The levels are "Below Basic", "Basic", "Proficient", and "Advanced". The performance level indicates your child can perform the majority of what is described for that level. Your child may also be capable of performing some of the competencies described in the next higher level, but not enough to have reached that level of performance.

Please see the reverse side of this report for Performance Level Descriptors.

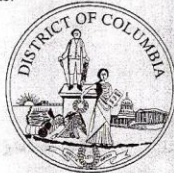
District of Columbia

Student Report

Grade: 10

Purpose

This report provides individual student results on the DC-CAS for the parent(s) or guardian(s). The report provides information about the general skills a student has and how the student's performance compares to the performance of all District of Columbia students.



Test Date: 04/17/07

How are the results used?

- They provide schools with data about student achievement and instruction (areas where students need more support)
- They allow parents to see how their children are mastering content and/or need support
- Students are not penalized or held back because of poor performance on the DC CAS



How to Help Your Child:

Practice Providing Constructed Responses

After your child reads a book or article, watches a TV show or movie, you do this:

- ask your child a question about the book or movie.
- When she or he answers the questions, ask for three details or facts to support her or his answers.
- If you don't get 3 details/facts, ask "What else about the book or movie made you think that?"
- The more you do this the more your child gets in the habit of thinking not just about an answer but why he or she has come up with that answer.

How to Help Your Child:

Work with Your Child's Teacher

Ask your child's teacher:

- to identify areas of improvement for your child. Develop strategies and worksheets that will help you help your child.
- for past reading questions from the DC CAS.

How to Help Your Child:

Routines and Recognition

- Establish a routine with your child:
 - Time to study and read
 - Reasonable bed time
 - Breakfast (remember that all students can have a free breakfast at school)
 - Arrive at school on time
- **Each day encourage your children to do their best.**
- **Each day get their feedback on the day's testing.**



Important Things to Remember



- The DC CAS is administered April 4 – 14
- It is very important that your child take the test each day.
- It is important that your child arrive at school on time.

After the DC CAS



- You will receive your child's scores during beginning of the school year 2011 – 2012
- You can discuss the results with your child's new teacher

Contacts

- Email DC CAS Helpdesk at dcpstesting@dc.gov
- Call CRT Hotline at 202-478-5738